

LOCAL WORKFORCE INVESTMENT BOARD'S INTEGRATED SERVICE DELIVERY PLANS

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Element 1 Local Boards will adopt, implement, and continuously improve a demand-driven, skill-based, integrated services plan for the local One-Stop Career Center system. This plan will be developed with significant partner participation.

1A. Indicate when and how the integrated service delivery system was introduced/approved by your Local Board, include questions, concerns and discussions held.

All Local Workforce Investment Boards (LWIBs) were introduced to the integrated service delivery system at regular LWIB meetings held in late summer and early fall of 2007. One LWIB has approved its integrated service delivery plan. Three LWIBs approved their area's participation as a Learning Lab. One service delivery plan is pending the LWIB approval. One LWIB informally endorsed the service delivery initiative; another LWIB reached a consensus to proceed as a learning lab. One LWIB chose not to take any formal action deciding the integrated service delivery is an operational function rather than a policy function. Four respondents did not provide information if their LWIBs approved the plan or participation in the integrated service delivery initiative.

Four areas included comments or questions posed by their LWIBs. One area indicated the LWIB's initial comments and questions were largely of an operational nature as to how functional operations would occur. Another LWIB had concerns about lack of resources attached to this project, the current state of WIA funding, federal rescissions, and the lack of movement on reauthorization. One area reported their LWIB asked if the integration service delivery system would result in the WIA programs taking on more responsibility (including current EDD responsibilities) without a corresponding funding increase, and how would the new system affect the one-stop career center's continued ability to demand and expect an exceptional level of customer service. Another LWIB felt they would need to request to waive certain requirements in order to successfully carry out the vision to improve upon service integration and to streamline services. They also expressed concerns regarding one time infrastructure cost, training staff, modifying current technology i.e. their web based case management system, and developing policy & procedures. The LWIB stated their current model, contracts intensive case management services, at a cost of 2 million dollars per year, not inclusive of training, workshops, and supportive services. Any significant funding reduction of 20% or greater over a three year period will result in a reduction of the number of services that can be provided through the new integrated model. The LWIB feels these reductions will result in the decrease of staff and other essential services, i.e. training and workshops and will limit the availability of assistance to the large number of individuals seeking services.

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1B. Explain the degree of interest and support provided by the Local Board.

Eleven respondents report their LWIBs are in favor of the integrated service delivery initiative. One did not respond.

1C. Also please share plans for presentations to the Local Board regarding the local integration efforts.

All areas report their LWIBs and various committees will receive progress reports and updates at regular LWIB meetings or committee meetings.

1D. Indicate actions that will be taken by the Local Board to implement a demand driven, skill based, integrated services model for the local One-Stop Career Center system.

One LWIB acknowledged it is time for integration of resource of services and a new way to do business if the one-stop career center system is to remain viable. One area discussed the need to educate staff and LWIB members of the changing economic environment, demographics, skill sets, employer needs. One respondent indicated their LWIB is looking to the various teams to incorporate inclusion of management and staff expertise to drive their integrated services model. Two respondents addressed high growth/high demand industry clusters and the need for skilled workers to meet employer's needs. Another area is looking at data collection and assessment, and the distillation of lessons learned as they relate to the integration of customer services, noting the support of partner agencies is crucial to the success of the model.

Five areas did not respond this question.

1E. Describe the involvement of all of the One-Stop partners, including the planned process to be used to establish local leadership teams.

See responses below.

1F. Describe the membership on the teams and the level of support and cooperation provided by the One-Stop partners.

All twelve areas report the involvement of one-stop career center partners in their integration service delivery process. One-Stop Career Center staff and partners were introduced to and provided updates on the plan at special presentations and staff meetings. Two areas state they have existing teams that have been in place prior to the State's service integration draft policy. All of their teams include Workforce Investment Act (WIA) management staff and Employment Development Department (EDD) management. Five areas specifically mention the inclusion the One-Stop Career Center

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managers, EDD management, staff representing Wagner Peyser (W-P), Veterans, Trade Adjustment Assistance, and other partners on their leadership teams.

Three areas invited all One-Stop Career Center staff and partners to join the leadership teams. One of the three areas selected team members based on their commitment and willingness to participate. Another area states they just assumed their One-Stop Career Center partners would be integral to planning, developing, and implementing the service delivery plan and included them as members of workgroups, inviting them to meetings, and asking them to participate in a "Launch Meeting" held last October and a "Town Hall" meeting in January 2008. The other eight areas did not share the process they used to establish local leadership teams.

All teams include WIA and EDD staff. Four areas report WIA and EDD management have co-leadership roles. One area started with integrated leadership teams consisting of management and some administrative staff from both county and State departments. Another area created a single leadership team comprised of WIA and EDD managers in each region of the One-Stop Career Center network. Another area reports including partners on functional planning teams.

While all of the areas touched on partner collaboration and participation, none of the areas specifically describe the level of support and cooperation provided by the One-Stop Career Center partners.

1G. Define how the teams will be used in the learning lab implementation

Ten LWIBs responded.

Although the number of teams developed to implement the learning labs varies from area to area (three to seven), each of the ten respondents indicate the teams are responsible for planning and implementing specific integration processes and service flow design elements. One LWIA reports each team has worked to develop standards for the system while maintaining the uniqueness of each region. One area states staff of the career centers will be assembled around the focal areas of intake and assessment, skill development, and employment. Support and administrative staffs will be organized into groups focused on performance, accounting, and contracts. They also indicate teams will be site based, however, the employer services team will be regional in nature, with members "hoteling" out of assigned career centers, and coming together on projects and efforts common to the entire workforce area. Four areas report the learning lab leadership team is patterned after the functional design that was used by the State Integration Workgroup, with three teams representing the three functional service areas of an integrated service delivery system: Welcome/Talent Engagement, Skills Development/ Talent Development, and Job Getting/Talent Marketing. Another area created regional teams that include the same functional teams as listed above, but

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added two additional teams, a Training Team and a Products Team. One area shared their many members of the teams will be providing the direct services which they helped develop, stating these team members will be in a unique position to evaluate its success. One area has a Process Improvement team that will, in addition to other duties, work to eliminate unnecessary policies, procedures, and systems.

Element 2 As applicable, the local plan will be embedded in all related One-Stop Career Center system documents, including Memoranda of Understanding (MOU), One-Stop Operator agreements, and contracts for service providers.

2A. Describe how you will incorporate the language of the integrated service model policy framework into your existing agreements.

Eleven areas responded they will change language, statements of work, and resource sharing elements in their Memorandum Of Understanding (MOU), agreements and contracts to reflect the integrated service delivery model. One area believes their existing MOU supports integrative service delivery in their One-Stop Career Center.

2B. Indicate whether you will revise existing agreements or create addendums to agreements for meeting this requirement.

Five areas report they will revise or amend existing agreements to include new integration language, with one area reporting it will use an addendum if necessary. Two areas plan to use addendums to support the integration effort. One area is asking its partners to review their MOU to determine if it needs revising. They anticipate the integration plan will be included in the MOU as an addendum for partner agencies. Two areas are seeking legal counsel to determine the best method to add integration language. One area does not plan to change its existing MOU. One area noted all agreements will need to be modified once we have a State provided integrated data system.

In addition, three of the LWIBs report they plan to develop a Memorandum of Operation (MOO) with EDD.

2C. Describe any challenges you foresee that may delay the timely execution of these agreements.

Four areas did not respond to this question. One area reported they see no challenge in completing the agreements on time. Six areas reported challenges that may delay them in executing the agreements in a timely manner.

Three areas cited more than one challenge. Two areas stated the negotiation process with partner agencies and their respective legal counsel may cause delays. Five areas

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indicate a lengthy approval processes may delay them in meeting the deadline for executing the agreements. Two areas state current staffing constraints may delay them. Two areas anticipated delays in the timely execution of agreements due to the complex nature of combining the WIA and Wagner-Peyser systems.

2D. Include an estimated timeframe for agreement approvals.

One area expects a timely execution of these agreements. One area gives a May 2008 target date. Another area states plans for May 2008. Three areas expect to complete the process by June 2008. Two LWIBs plan to be on board by July 2008. Every effort to ensure the timely review and processing of agreements is offered by another area. One area reports the target date to complete the first phase of amendments is scheduled for July 2008; all other amendments will be completed by September 2008. Another area states their initial agreements will be completed by the second quarter of 2008, once a baseline budget has been established and actual costs of the Integration can be identified and included in the agreements. Lastly, one area estimates they will obtain approval in December 2008.

Element 3 One-Stop Career Center service design will be driven by the local economy and employer needs, and draw on quality workforce intelligence, local labor market information, and local employer validation of data.

3A. Describe the means you will employ to assess the local economy and employer needs.

The responses share many similarities, but are as unique as each of the LWIBs reporting. Six areas plan to use EDD's Labor Market Information data to assess the local economy and employer needs. Nine areas report they are using local and/or regional labor market analyses, studies, and surveys to obtain data to assess the local economy and employer needs. Areas have teamed up with a variety of partners to evaluate the needs of their employers, including, but not limited to associations, economic development agencies, business serving organizations, LWIB private sector members, various government agencies, and industry representatives. Another area is using a new web based interactive interface system developed for workforce development and planning. The website includes dynamic thematic mapping of a "Time Series" databases, ("National Establishment Time Series Database" from 1990 through the present). Others are using federal and State databases to secure information concerning their local economy and employer needs. Several plan to use employer surveys, mystery shoppers, and business outreach in addition to the methods named above.

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3B. Include a discussion of the methodology used for validating the information gathered in this process, (e.g., workforce intelligence and related labor market information)

Eleven respondents reported they use data from reliable publications, professional providers of labor market information, government agencies, and web sites to validate the information they gather. In addition, many areas conduct employer outreach and surveys to further validate labor market information. One LWIB did not respond.

3C. Describe the strategies you will implement to redesign your workforce system to best utilize available data.

Six LWIBs indicate they plan to use the data to redesign their workforce system by identifying skill gaps and use that to guide training and job seeker skill development. One area will share the information with training providers to help develop curriculum. One area anticipates the data will influence system integration and service delivery as it applies to various industry sector initiatives. This will help develop strategies to meet the needs of a particular industry or business. Another area will continue to produce an occupational outlook & training directory that covers regional education and training providers, as well as an occupation/training index which consists of an alphabetical index of occupations and the local education/training providers. Another area indicated the data will be shared with to job seekers to help them make informed decisions concerning training and career options.

Element 4 One-Stop Career Center service design will emphasize skill assessment, skill enhancement, and skill-based labor market attachment for all Center customers, with the goal of transforming job seekers into even more competitive job candidates.

4A. Discuss how the One-Stop Career Center service design will contribute toward the success and or challenges in linking qualified job seekers with employment opportunities that best match their skills.

Eleven of the twelve LWIBs responded. In summary, they indicate the implementation of the service design model that includes skills development, access to assessment, and skills enhancements/development will ensure qualified job seekers are provided with employment opportunities that best match their skills.

4B. Address any changes you have made or plan to make regarding re-design of office space; the development of policy and procedure manuals.

Three areas did not respond to this question. Two areas report they have changed staff seating and customer areas based on function rather than funding source. One area

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explained they reconfigured their reception area, added ten computer stations, and will monitor traffic in all areas to determine if further modification is needed. Five areas have plans to redesign the One-Stop Career Center to provide designated areas for functional service teams. One area is conducting site evaluations for consolidation of services under the integration model.

Five of nine areas responding state they are writing and/or updating policy and procedure manuals.

4C. How will you access the skills and needs of job seekers? Where will this occur and what staff will be tasked with this function?

Eleven areas reported. Nine areas state job seekers will receive an initial assessment and evaluation of needs at the welcome phase. None of the areas identified the location in the One-Stop Career Center where assessment will be done. Skill/training development/talent development teams will offer additional, more comprehensive assessments. One area indicated customers will be directed to the skills team for a one-on-one interview to assess their skill level. The customer will be referred to other staff for assessment activities. One area indicates the customer will meet with a career advisor after completing an online application. The career advisor will conduct an initial needs assessment and identify the appropriate skill assessment instrument for that customer.

4D. Provide plans for staff training on new tools and systems.

Ten LWIBs responded. All the areas reporting indicate they have or plan to have comprehensive training for all One-Stop staff and partners. Eight areas are working on their training goals; two plan to use a train-the-trainer model, one will participate in a collaborative effort with another LWIB to develop a training program, two areas have established training teams, and one area developed a staff development subgroup that used a staff needs assessment survey to determine training needs. Of the eight, one reports all staff will be trained in One-Stop Career Center services, including cross training, and another area reports they will provide systematic training to correspond with the changes in service. Areas also report they will use EDD Capacity Building Unit, regional training centers, partner trainers and vendors.

Two LWIBs report they already commenced staff training. One area began training at the inception of the integration model. In addition, they plan to train staff in all of the responsibilities assigned to each team to allow staff to move from team to team as needed. The other area launched training last year to update career advisor's knowledge of the assessment tools currently in use at the one-Stop Career Center.

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Note: One area indicates the Employment Development Department is helping to set up training in CalJobsm/PASS for initial data collection.

Element 5 This service design and all services will be available at all locations within the local One-Stop Career Center System.

5A. Describe the effort of the learning lab, including partner participation toward the development of an implementation plan that will ensure a comprehensive approach for adopting the integrated service model throughout your local area.

All LWIBs reported. Three areas report they have only one comprehensive One-Stop Career Center. The other nine indicate they plan to offer a consistent menu of services at all of their One-Stop Career Centers. The following are a few examples of some of the approaches for adopting the integrated service model throughout the local area. One LWIB developed a workgroup to design and implement tools and processes that move the operations within and across centers to a more integrated approach, as well as ensuring that core processes across all centers are operating in a consistent and systemic fashion. Another area released a Request for Proposals for the new design to ensure the integrated service delivery system is implemented throughout the local area and will include partners in the functional planning teams, and will train all staff and partners in the integrated service design. One LWIB standardized certain aspects of the service delivery, tools used, and client flow across their region to ensure consistency. Another area established an oversight and monitoring team to ensure consistency, which will include on-site monitoring visits utilizing a quality index tool that surveys ongoing performance.

5B. Include a list of One-Stop Career Center locations and other service points in your area which will provide integrated services.

All areas responded by listing their One-Stop Career Center locations and other service points in their area, which would provide integrated services.

Element 6 Integrated service delivery has the following three major components which are to be incorporated into each locally developed plan.

6A.1. Please indicate the option to be used by your local partnership and describe how it will be implemented throughout the One-Stop Career Center system; describe how the local client flow will assure that all clients receiving the benefit of the One-Stop Career Center system will be reported through the system.

All twelve LWIBs reported. Four areas reported they will use Option 1, a combination of CalJOBSSM (and the associated subsystems) and the Job Training Automation (JTA) System.

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Two areas indicate they will use Option 2, a locally developed system that will upload data to JTA in accordance with federal and state reporting requirements. This local reporting system must provide for collection of the full range of data required across all the integrated programs.

Four areas respond they will use Option 3, a combination of CalJOBSSM and a locally developed client management system. This local reporting system will provide for collection of the full range of data required across all the integrated programs.

Data will be uploaded to the JTA system for reporting in compliance with federal and state reporting requirements.

Two areas have not determined which of the three system approaches they will utilize.

Note: One area indicated staff will have access to EDD's PASS System and will enter case notes and referral activities for each job seeker.

6A.2. Although negotiations are not required at this phase of the planning process, if your partnership has discussed expected entered employment, retention, and average wage levels for the common customer pool, please provide the partnership's recommended performance levels.

Eleven areas reported. Five areas indicate they are discussing performance goals. Two areas state they have not discussed performance goals. One LWIB reports they have not developed metrics for their integrated system, but do not indicated if there has been discussion.

Three areas report they have discussed performance levels. One area decided due to established exit cohorts of Program Year (PY)'07 - '08 and PY Year '08 - '09, the LWIB will not request re-negotiation of common performance goals relative to Integration. For Program Year '09 – 10, goals will be negotiated based upon ongoing data analysis including anticipated significant changes to their common customer pool. One area will request that performance data collected in the first year of the implementation (PY 2008-09) to be the baseline year, which will be used to propose the LWIA Adult Common Measures goals for Program year 2009-10. The LWIB will request a waiver of performance accountability for Program Year 2008-09. Another area states with the recent notification of Common Measures Performance officially beginning in 2007/2008, they anticipate they will base 2008/2009 performance on the results of the first year of Common Measures performance measure implementation on 2007/2008 as well as consider the ever-changing factors of our local economy.

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6A.3. If recommended performance goals have been developed, please describe the method used for determining these levels and any historical data used to evaluate performance expectations for the common customer pool.

Nine areas did not address this question. See 6A.2 above.

6B.1-1. Describe efforts of the learning lab to offer and provide all customers three types of services, including (1) an initial, standardized skill assessment from which an initial service plan is designed

All twelve LWIBS responded. All areas are in various stages of developing initial, standardized assessments.

Seven areas indicate they plan to develop an initial service plan during the welcome phase. Five areas did not include mention of an initial service plan.

6B.1-2. Describe efforts of the learning lab to offer and provide all customers three types of services, including (2) a robust menu of demand-driven, skill enhancement products (including, but not limited to, occupational training)

All twelve areas report teams have developed a comprehensive menu of demand-driven, skill enhancement products, including, occupational training

6B.1-3. Describe efforts of the learning lab to offer and provide all customers three types of services, including (3) a method for attaching center customers to the labor market by responding to employer qualifications and, whenever possible, verifying skills prior to referral of job candidates to employers.

Eleven LWIBs responded. Three areas report they will use labor market intelligence, labor market information, including employer contacts to determine employer requirements. One area will use their virtual one-stop labor exchange system to match qualified job candidates to appropriate jobs. Four areas will use staff to pre-screen applicants. One LWIB is preparing a manual to allow staff to identify and verify skill sets prior to referral. One area will refer candidates to appropriate product activities they must complete before referral. Another area will provide a workshop on employer needs. Two areas mention they will verify job candidate's job skills.

6B.2. Please identify which skill assessment tool(s) the learning lab will use, how and why the tools were selected.

All areas responded. Six areas have not made a final decision on which assessment tools they will use. Several areas state they will consider the State's Workgroup recommendations.

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Assessment tools being considered by some of the areas include: Prove It (4), Work Keys (1), O*Net (3), CASAS (2), Structured Interviews (1), Tests of Adult Basic Education (TABE) (2), county human resource employment testing (1), ABLE (1), Workforce Investment Network Skills Assessment Tool (1), and COPS (1). One LWIB chose TABE, ABLE, Workforce Investment Network Skills Assessment Tool, and COPS, stating the skills team considered the following factors when selecting the comprehensive assessment tools: availability, duration, ease of use, cost, reliability, literacy classifications or levels and language availability. Another area that chose structured interviews, O*Net On-Line, TABE, and Prove It! state the assessment tools were selected based on format availability, administration time, ease of use, cost effectiveness, test purpose, test reliability, test validity, fairness, literacy level, and the availability in other languages.

6B.3. Describe the skill enhancement products that the learning lab will offer; and the process for determining employer skill requirements and preparing job candidates for referrals.

There are eleven respondents. Eight areas will work with labor market information, including employer surveys and questionnaires, to determine employer skill requirements. All LWIBs state skill enhancement products, including on-the-job training and customized training will prepare candidates for referrals.

6C.1. Describe the methodology used, including partner participation for creating cross-functional teams, and define management and staffing functions for the new service delivery design.

All twelve LWIBs responded. One area indicated they are unable to make progress due to imminent staffing reductions and other complications. One area states they are in the process of developing criteria for management and staff. Nine areas report leadership teams, which included partners, met to create cross-functional teams. One area did not comment on its methodology.

Seven LWIBs describe WIA and EDD functional supervision and staffing. Three areas describe co-management and functional staff assignments with no distinction between agencies. One area indicates EDD will manage programs and services that will become part of the integrated system. Two areas state standard responsibilities for the management and supervision will be unchanged. Management and supervision will continue to support their fiscal and HR responsibilities. However, the assignment of staff is to functional teams.

6C.2. Include in this discussion any challenges encountered during the planning process.

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There are eight respondents. One area states no challenges identified at this time. Seven areas described a variety of challenges: staffing levels (5), budget cuts (3), process for those that need a more “case managed” approach” (1), avoiding “one process fits all approach”(1), sustaining partner participation (1), information flow, confidentiality, and soft exits (1), building staff capacity (4), size of local workforce investment area and location of One-Stop Career Centers (2), lack of automated system tools (4), redesign of center (1), changing One-Stop Career Center culture (2)

6C.3. What mechanisms have been implemented to encourage early identification of ineffective practices, problems resolution, and continuous improvement based on the intent of this initiative to support learning as the model evolves?

Eleven areas responded. Six areas report team members will meet regularly to identify customer service improvement needs and problem resolution. Two areas use Continuous Quality Improvement (QCI) for problem resolution. Two areas use staff and customer feed back and address problem resolution at regularly scheduled meetings. One area states no mechanism is in place.

6C.4. Discuss how the functional teams will provide services under the adopted customer flow, with affiliation by team and not by program funding.

There are eleven respondents. Two areas are still in the process of determining staff placement. Eight LWIBs report functional teams provide services determined by customer need not by program requirements or funding source.

7A. What is the composition of your employer services team? Describe the methodology used in building teams to promote the services of the One-Stop Career Centers in the local community.

Twelve LWIBs responded. Eleven areas report EDD, WIA and various partner staff makeup the employer services team. One area is still planning their team composition.

Two of the areas indicate they chose team members that have expertise in serving employers. One is using an existing business services team model to develop a business customer service flow. One area is using its Continuous Quality Improvement process. Another area selected staff whose primary functions are to market programs and services. Six areas did not provide details on the methodology used in building teams.

7B. Describe your efforts toward building a relationship with the local employer community for the purposes of establishing ongoing employment opportunities for One-

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Stop customers; provide some examples, such as job fairs and other recruitment activities.

Eleven areas responded. One area is reviewing the functions of its business services team.

The following represents the most common activities named: employer outreach and marketing (6), job fairs (6), recruitment, including on-site, targeted, and specialized (6), job postings/ referrals (5), and participation in employer associations/organizations (4).

Other activities include rapid response services (3), pre-screening (2), labor market information (2), and employer survey (2). LWIAs also named the following activities. Staffing agencies involvement (1), pre-testing (1), public relations campaigns (1), a website to serve small business and entrepreneurs (1), on-the job-training/customized training (1), referral follow-up (1), entered employment measures (1), employer focus groups (1), layoff aversion services (1), informational mailers (1), cold calling (1), and use of city new employer list (1).

8A. Describe the methodology used to identify benchmarks that will be used to validate the level in which the learning lab has successfully shifted to the integrated service delivery model.

Eleven LWIBs reported. One area states specific indicators and metrics have not yet been developed. Ten areas used staff and customer input, focus groups, common performance measures, current evaluation and elimination of obsolete measures to identify benchmarks to validate the learning lab is shifting to the integrated service delivery model.

8B. List the indicators that you plan to compare and describe how you will use them in evaluating the new system.

Twelve areas reported. The LWIAs following indicators will be compared: total enrollments, volume of service usage and type of service, number of return visits, customer satisfaction/feedback, entered employment rates, wage level, job retention, fall out rate, service duration, number of job orders, job matching rate, usage of OJT, work experience, customized training, hiring events, job fairs, rapid response activities, reduce cost in cost per customer served, employer outreach activities, and integrated data collection that meets the needs of the end users.

Areas will use the indicators to evaluate the new system by comparing learning lab data to previous year's data, pre- and post practices, and customer satisfaction surveys to previous year's surveys. The indicators will help in measuring the success of common

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management/leadership between W-P and WIA systems, a common data system, and the relevancy to business and job seekers in meeting their changing needs.

Miscellaneous comments and questions submitted by LWIBs:

- Currently the JTA system will not allow enrollment into an Intensive Activity when the “Universal” fields are the only data in the system. Will the new system have fields that will upload to the JTA system that will make it possible to then enroll the customer into an Intensive Service?
- The EDD WIA Eligibility Technical Assistance Guide states that an applicable male’s compliance with the Military Selective Service and an adult’s eligibility to work should be documented, and that auditors and monitors will review these documents. Will there be a waiver stating that Selective Service registration is no longer required for participation in the WIA program? If it will be required do we need to maintain the documentation?
- Once the upload from CalJOBSsm to the JTA system occurs the customer will be in the integrated customer pool and will be in the common measures performance for both agencies. How will a determination be made if the participant is in the adult program or the dislocated worker negotiated performance?
- If the CalJOBSsm upload identifies a customer as a dislocated worker will additional data need to be collected and maintained by WIA for the dislocation category?
- When sufficient staff time is needed to serve a customer will it be a requirement to enter the data into the JTA system to enroll into a WIA Intensive Activity?
- There are a number of Code of Federal Regulations (CFR’s) that work2future is requesting to be waived or modified that would assist the WIB in providing services to the increased number of individuals that will be enrolled in the program and to make certain that the goals of the integration project are reached. To create a demand-driven, responsive, customer service focused agency, which will serve an increased number of customers, work2future must have the ability to simplify design and reduce program requirements. This will have to be accomplished with limited resources.
- Currently the Workforce Investment Boards are required to be monitored for compliance with applicable federal and state laws, regulations, and policies related to the Workforce Investment Act (WIA).

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- CFR WIA 188(a) (5); WIA 189(h); 20 CFR 663.105-115; 20 CFR 664.200-240; WIAD01-4; WIAD04-18; WIAD06-22. Eligibility Verification: This assumes that the state will allow work2future to utilize the Immigration and Naturalization Service (INS) Form I-9 to verify employment (right to work) eligibility as opposed to collecting the required documents and having copies in each client file. This would also affect the Data Validation Initiative TEN No. 8-02. Further this plan understands that for eligibility purposes the need for applicant statements/self certifications may increase.
- Oversight and Monitoring 20 CFR 667.400(c)(1); 20 CFR 410; WIAD00-7 Program reviews must be made available for review by a State monitor which request that work2future ensure that its sub-recipients comply with the requirements in WIA Directive WIAD0121 regarding nondiscrimination and equal opportunity; comply with the requirements in WIA Directive WIAD0312 regarding WIA program complaint and grievance procedures: To streamline services work2future will assume that the state will allow work2future to utilize an electronic format to be included in each clients electronic file with an electronic signature.
- CFR 663.150 indicates: "Follow-up services must be made available, as appropriate, for a minimum of 12 months, following the first day of employment, to registered participants who are placed in unsubsidized employment." The "Follow-up services could include, but are not limited to: additional career planning and counseling; contact with the participant's employer, including assistance with work-related problems that may arise; peer support groups; information about additional educational opportunities, and referral to supportive services available in the community."
- Work2future will be unable to provide follow-up services as indicated above with each individual customer (anticipated 24,000) due to the volume and limited resources. Work2future will however provide follow up services on a quarterly basis through e-mails or a newsletter communicating to customers the services that are available at the One-Stops (i.e. job fairs, specialized recruitments and workshops).
- The plan is based on the assumption that the Integration Project will eliminate the Core A services requirement WIA §134(d) (2); 20 CFR 662.240] and WIA §134(d) (2); 20 CFR 662.240, 20 CFR 663.160 Core B services which state that Career Centers are required to make all of the core services available at each center § 662.250(a), to establish gateway activities that lead from participation in core to intensive and training services. This plan also assumes that all customers will go directly to intensive services upon entry, without the need for the requirement listed above.